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ABSTRACT

This report presents the results of a review of course withdrawal and forgiveness policies at public community colleges and state universities in Florida, with a view toward standardizing such policies that impact articulation, the transfer of credit, and credit-hours-to-degree. It recommends that: (1) forgiveness, withdrawal, and incomplete grading policies be reviewed to ensure that reasonable limits are in place to protect the academic integrity of the grading system and ensure a fundamental fairness to all students; (2) guidelines be adopted to ensure a consistent recording of student course forgiveness, withdrawal, and incomplete grading information; (3) the Statewide Common Course Numbering System be reviewed for discrepancies; and (4) students who enroll in the same course for a fourth time as a result of withdrawal, forgiveness, incomplete grading policies, or failure bear the direct institutional costs of their enrollment. Two appendixes provide comparative information on withdrawal and forgiveness policies at Florida institutions and student transcript analysis reports. (MDM)

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ED 394 374

COURSE WITHDRAWAL AND FORGIVENESS POLICIES

Report and Recommendations by the Florida Postsecondary Education Planning Commission

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The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

POSTSECONDARY EDUCATION PLANNING COMMISSION

COURSE WITHDRAWAL AND FORGIVENESS POLICIES

Prepared in Response to Specific Appropriation 198
of the
1995 General Appropriations Act
Chapter 95-429, Laws of Florida

January 1996

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EXECUTIVE SUMMARY

In proviso language accompanying Specific Appropriation 194-198 of the 1995 General Appropriations Act, the Postsecondary Education Planning Commission, in cooperation with the State Board of Community Colleges and the Board of Regents, was directed to submit to the President of the Senate and the Speaker of the House recommendations on the feasibility of standardizing forgiveness, withdrawals, incompletes and other grading policies which impact articulation, the transfer of credit, and credit-hours-to-degree. The recommendations are to be submitted by January 1, 1996.

The Commission's 1989 study, ***An Assessment of the General Education Curriculum in State Universities and Community Colleges***, recommended that the sector boards review their existing withdrawal/ forgiveness and grading policies. The Commission noted that wide variation existed in the policies by institution with some limiting the number of grades per course or the number of courses which could be forgiven. Similarly, some institutions allowed a C grade to be forgiven while others allowed only D's or Fs to be forgiven. The situation remains much the same as it was in 1989.

Institutional policies with regard to how a students performance in a course will be counted when the student does something other than complete the course in the accepted manner are a subject of concern. Higher education has a long history of academic autonomy. Matters relating to the grading of student performance and the intellectual content of a program of study have traditionally been left in the hands of the faculty. The Commission has maintained that grading standards and policies fall within the legitimate purview of the faculty and the institution. Grades assigned by an individual faculty member to any one student are the prerogative of the faculty member. Although the standards that the faculty member expresses in the class as a whole, or individual faculty grading patterns, and academic policies which determine how grades will be recorded in the calculation of the grade point average are a legitimate concern of the individual institution as well as state policymakers, grading policies comprise the core of an educational institution's academic autonomy. As a result, public policymakers should exercise reasonable restraint in these areas and encourage the institutions to examine perceived problem areas to ensure the academic integrity of their policies and programs.

The following conclusions are offered for consideration:

- While the potential for abuse is high at some institutions and considerable anecdotal evidence exists to suggest that students are using liberal forgiveness and withdrawal policies to manipulate the system and improve grade point averages, existing data does not provide a clear understanding of why students repeat courses. Additional survey and in-

terview data would be one way to clarify how these grading policies impact student behavior.

- Although students can enroll at an institution, receive financial aid, withdraw from one or all of their courses and keep financial aid monies and any refunds of tuition they receive, they would be removed from eligibility for any future aid programs.

- Universities have been routinely recalculating grade point averages for out of state students and Florida transfer students who have not completed the associate in arts degree in order to provide a "level playing field". In effect, all student transcripts are evaluated using individual institutional policies governing credit accepted toward the degree and course forgiveness, withdrawal and other grading policies. Grade point averages recalculated based upon such evaluations are then used to determine student eligibility for admission to both the institution and a program of study.

- The grade point average functions as a gatekeeper: both opening and closing doors to universities, scholarships and other forms of financial aid, admission to programs of study, and employment. Forgiveness, withdrawal, and incomplete grading policies can act to abrogate the integrity of the grade point average as the universally accepted and understood scale of academic performance.

- The student who withdraws from a course required for a degree or one who repeats a course does increase the credit hours required for a degree and thus increases the cost to the state and decreases the overall capacity of the postsecondary system.

- A limited review of transcripts conducted at Florida State University indicates that there is a relationship between the number of times a student has withdrawn from courses and performance in the first two semesters. What is not clear is whether the availability and utilization of withdrawal policies contributes in some way to a student's lack of academic discipline and achievement.

While, the Community College President's Council has acted to recommend revisions to the withdrawal and forgiveness policies systemwide, the Commission believes that the recommended guidelines do not go far enough. The potential for abuse of forgiveness and withdrawal policies would remain high within the recommended policy guidelines. The report suggests areas in which the policies under review might be revised, identifies some barriers to the implementation of any policy systemwide, and recommends limiting state funding for repeated courses.

RECOMMENDATIONS

1. ***The State University System and the State Board of Community Colleges should review their forgiveness, withdrawal and incomplete grading policies to ensure that reasonable limits are in place to protect the academic integrity of the grading system and ensure a fundamental fairness to all students. Specific areas that should be considered include:***

   a) reasonable limitations on the number of times such policies can be used over a student's academic career;
   b) limiting the grades that can be forgiven to a D or F grade;
   c) the potential for abuse when forgiveness, withdrawal and incomplete grading policies are applied in combination; and
   d) examining the potential for uneven application of such grading policies due to faculty or administrative discretion.

2. ***The State University System and the State Board for Community Colleges in conjunction with the Florida Automated System for Transfer of Educational Records (FASTER) should establish guidelines to ensure a consistent recording of student course forgiveness, withdrawal and incomplete grading information.***

3. ***The Postsecondary Education Planning Commission, in conjunction with the sector boards, should conduct a review of the status of the recommendations contained in the 1992 performance audit of the Statewide Common Course Numbering System conducted by the Office of the Auditor General. Specific attention should be given to any identified discrepancies in the course numbering inventory.***

4. ***Students who enroll in the same course for a fourth time as a result of withdrawal, forgiveness, incomplete grading policies or failure should bear the direct instructional costs for their enrollment in the course and the FTE generated should not be reported for funding purposes. Students who withdraw from a course under major extenuating circumstances may be granted an exception as stated in in 6A-10.0315(12), Florida Administrative Code.***

INTRODUCTION

Grading student performance is perhaps one of the oldest and most controversial practices within higher education. The awarding of grades as a measurement of student performance first arose in the late nineteenth century and since that time it has raised issues involving academic freedom and the student-teacher relationship, the implications for motivation, employment and advanced study, and the definition of academic standards. With the student activism of the 60's and early 70's, grading practices were often targets for student dissent. Many "nontraditional grading practices arose from student challenges to the established system such as pass/fail grading, awarding only A,B, and C grades, criterion referenced learning in which the student receives a perfect grade when all concepts are mastered or learned and contract learning in which the student contracts for or receives a particular grade based upon the amount of work agreed upon for the course. From the mid 1960's to the 1970's, a dramatic increase in the awarding of higher grades was evident with no documented evidence of increased student achievement. During this period the B had became the modal grade. Many writers addressing this phenomena have noted an increase in the nontraditional grading practices and policies of the period contributed to higher grades being recorded. Faculties and/or administrators adopted these less punitive grading practices and policies from the desire to provide more opportunities for learning for learning's sake and to encourage more exploration of areas outside a student's major field. Nationwide, community colleges have philosophically embraced these policies as beneficial to the wide variety of students that enter their open door. In more recent years concerns have been expressed over grading patterns and the rigor of coursework as education has come under increasingly harsh criticism because of the perceived poor performance of our students in the workplace. The Commission's 1989 study, ***An Assessment of the General Education Curriculum in State Universities and Community Colleges***, recommended that the sector boards review their existing withdrawal/ forgiveness and grading policies. The Commission noted that wide variation existed in the policies by institution with some limiting the number of grades per course or the number of courses which could be forgiven. Similarly, some institutions allowed a C grade to be forgiven while others allowed only D's or Fs to be forgiven. The awarding of a grade to a student has been traditionally viewed as a matter solely between the student and faculty member. However, institutional policies with regard to how a students performance in a course will be counted when the student does something other than complete the course in the accepted manner are a subject of concern.

Legislative Charge

In proviso language accompanying Specific Appropriation 194-198 of the 1995 General Appropriations Act, the Postsecondary Education Planning Commission, in cooperation with the State Board of Community Colleges and the Board of Regents, was directed to:

submit to the President of the Senate and the Speaker of the House recommendations on the feasibility of standardizing forgiveness, withdrawals, incompletes and other grading policies which impact articulation, the transfer of credit, and credit-hours-to-degree. The recommendations should be submitted to the President of the Senate and the Speaker of the House no later than January 1, 1996.

BACKGROUND

Greater access and improved productivity are priority areas for postsecondary education in Florida as evidenced in several key policy documents related to higher education, including the recent master plans of the Postsecondary Education Planning Commission, the Board of Regents for the State University System, and the State Board of Community Colleges for the Community College System; the State Comprehensive Plan and agency strategic plans. In addition, Legislative concerns over the time students take to earn a degree has resulted in a number of initiatives designed to decrease the number of credit hours necessary for students seeking a degree. The 1995 Legislature passed legislation which reduced the number of general education credits to 36 semester hours for all public postsecondary institutions. Further, community colleges and state universities have been working to bring degree program lengths down to 120 hours for the baccalaureate degree and 60 hours for the associate in arts degree. All of these efforts are designed to increase the productivity of postsecondary education and its capacity for more students.

Although policies which allow students to have low grades forgiven, withdraw without penalty at any time during the semester, or receive an incomplete grade in order to receive additional time to complete course requirements have been viewed as beneficial to students, questions have emerged concerning the cost to the student in increased time to degree completion, difficulties in articulation because of the variation in policies across institutions and the cost to the state in terms of traditionally underwriting approximately 75 percent of the cost of instruction when courses are repeated. Primarily the policies to be reviewed within the scope of this study are those concerning grade forgiveness, course withdrawal and the awarding of an incomplete grade.

Grade Forgiveness

Grade forgiveness policies allow a student to substitute the grade earned in a course for a grade previously earned in that same course. In such cases the students GPA is usually calculated based upon the last grade received. Philosophically, such a policy allows a student to retake a course to gain a better understanding of the material and improve the grade point average in the process. Some restrictions may be placed upon the exercise of these policies. An informal Commission survey (Appendix A) conducted last year indicated that eight of the nine state universities with enrolled students possess forgiveness policies. The number of times a student may use the policy ranges from once at the University of West Florida to no stated limit at Florida A & M University. Four state universities allow students to forgive any grade. Two only allow for the forgiveness of an F grade, while two permit forgiveness of a D or F grade. The University of Florida allows students to repeat courses but grades previously earned are not forgiven. Grades earned in previous attempts are averaged to produce a cumulative grade point average and credit is earned only once.

Community colleges exhibit similar variation in the range of grades which can be forgiven. Thirteen institutions will forgive any grade while the remainder specify the highest grade which can be forgiven, ranging from "B" to "D". None of the community colleges had a stated limit on the number of times a student may apply the policy.

Course Withdrawal

Course withdrawal policies allow students to withdraw from a course, usually by a deadline date during the semester, with no consequences. Such policies are present in all community colleges and state universities. There is wide variation among these as well. Although the majority of institutions allow students to withdraw with a "W" grade by the ninth or tenth week of the semester, several will allow students to withdraw as late as the 12th or 13th week. Two community colleges set no deadline. Students withdrawing from a course after a specified deadline date usually receive a "WF" grade which is calculated the same as a failing grade.

Variation can exist within institutions as to how these policies are implemented. In some cases, departments may restrict the application of withdrawal and forgiveness policies for student majors. For example, a department might not allow students to forgive grades for courses in the major or the number of withdrawals might be limited to one for courses in the major area of study. Similarly, although institutional policies may limit the number of times a student can withdraw from a course, exceptions to the policy can be granted by deans or other academic administrators.

Incomplete Grading

All institutions allow faculty to assign the incomplete grade, usually an I, to students who have not satisfactorily completed all of the requirements for a final grade in a course by semesters end. In most cases, the student is given a certain period of time to complete the requirements or the "incomplete" is changed to the grade of F. In at least one case, if the course requirements are not completed by the specified time limit the incomplete grade changes to a W. Considerable faculty discretion is allowed in the use of incomplete grades. And although the maximum deadline for the student to complete all outstanding work is usually stated by the institution, shorter timelines can be imposed by the instructor. At best, the incomplete grade is a benefit for students who require a little extra time in completing course requirements. At worst, since the incomplete grade is a temporary placeholder for a course grade, a student can, theoretically, repeat a course during the next semester and complete all requirements for a final grade. In effect such a practice amounts to allowing the student an unrecorded, unfunded second attempt at completing a course.

Philosophically, these grading policies were intended to benefit students. The policies allow students to make academic mistakes, try a course

which might prove academically challenging, or gain additional time for the completion of assignments which may be needed for a variety of reasons. No specific policy restricts a student from enrolling in a course repeatedly. Such policies only govern how course credit and grades will be determined and how the grade point average will be calculated when courses are repeated. However, many of these policies in their implementation also provide opportunities for misuse by students as currently constructed. Florida's public colleges' and universities' implementation of these policies is not unlike other institutions across the country. The feasibility of standardizing such policies for all public postsecondary institutions in the state does raise some institutional autonomy issues that deserve discussion.

Institutional Academic Autonomy

Higher education has a long history of academic autonomy. Matters relating to the grading of student performance and the intellectual content of a program of study have traditionally been left in the hands of the faculty. A college or university is often referred to as a "republic of scholars" and in matters relating to the content of the academic program and its teaching, admissions, examinations of competence, graduation requirements, admission to the professoriate, and academic freedom has been traditionally upheld and finds some support in law. Yet, the tradition of academic autonomy is by no means absolute. Legislatures, governing and/or coordinating boards, governmental agencies and professional accrediting agencies, no matter how beneficial in intent, have enacted policies which constrain college and university autonomy. Over the years this constraint has waxed and waned; currently involvement of outside groups is on the increase as postsecondary institutions are expected to be more responsible and accountable for their actions.

The preferred relationship between the State and the college or university is an uneasy equilibrium. Some constraints upon academic autonomy are inevitable. Such limits are most easily borne if they are self imposed and not forced from outside by the Legislature or a governing board. Current concerns over the impact of forgiveness, withdrawal and other grading policies on student time to degree suggest that constraints in the form of imposed standardization of such policies are under consideration. As a result, institutional or system review of forgiveness, withdrawal and other grading policies which may adversely impact student time to degree would be the preferred course of action. This report will serve to outline the major issues and suggest areas in which the policies under review might be revised.

ACADEMIC ISSUES

Articulation of students between colleges and state universities has been a constant topic for discussion within the Legislature, the Articulation Coordinating Committee and among the institutions for a number of years. Florida, through its articulation agreement, has solved many of the common problems associated with the transfer of credit from one institution to another that continue to plague other states. Despite relative success, the articulation agreement and state board rules do not cover all aspects of the process. One issue that continues to be problematic concerns the impact of forgiveness policies on the calculation of student grade point averages. Since the grade point average is utilized in making admission decisions to universities and limited access programs, the manner in which it is calculated can greatly impact students who transfer from an institution with a more liberal forgiveness policy. Several illustrative examples may help to clarify some of the major issues.

Currently, State Board Rule 6A-10.024(5b) FAC, which governs the criteria for the awarding of the associate in arts degree refers to the calculation of the grade point average. The rule states:

> Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average...

Common practice for students transferring to a university with an AA degree would dictate that the GPA would be calculated as is stated above using the final grade received in repeated courses. If, however, the student transfers without completing the AA degree, common practice would dictate that universities apply their own forgiveness policy criteria to the student's transcript in determining the method of calculation for the GPA. In effect, the associate in arts degree provides the student with an assurance that the final grade point average calculation will be honored by the university as is stated in Rule 6A-10.024(5b) FAC.

Admission to a university does not necessarily mean admission to the program of study a student might wish to pursue. Once admitted to a university, a student must also apply for admission to a program. Since a number of programs have been designated as limited access, admission is often dependent upon the grade point average. Section 6A-10.024 FAC specifically governs the awarding of the associate in arts degree and does not refer to admission to limited access programs. Since no specific rule exists to govern how forgiven courses will be considered in calculation of the grade point average for admission to a limited access program, a variety of current practices exist. In most cases, students who apply for admission to a limited access program with an associate in arts degree are evaluated using a grade point average which reflects an

application of the specific institutional forgiveness policy. Similarly, students transferring in from out-of-state institutions are also subject to a transcript evaluation and grade point average recalculation based upon courses accepted for credit towards a degree and the application of the institutions forgiveness policy. Florida students wishing to transfer to a university without completing the associate in arts degree are evaluated for both admission to the university and a limited access program utilizing a grade point average calculated based upon current university policy for native students.

The importance of grades as a primary motivator of students cannot be overstated. The grade point average is used for a variety of purposes other than as measurement of student performance. Currently, grades determine wholly or in part if students are eligible for admission to institutions and programs of study, financial aid and scholarships, degree attainment, advanced postgraduate study and employment. As pressure for admission to limited access programs has increased, students may be misusing the policies which allow for course retakes with the previously earned grade forgiven to boost their grade-point averages and thereby increase their chances for admission to the university and limited access program of choice. If grades are to be viewed as an indication of academic performance which can be compared to others utilizing the same scale, concern over the ramifications of any policy which allows a student to improve the grade point average outside of the traditional understanding of the grading system cannot be overstated. Misuse of forgiveness and withdrawal and incomplete grading policies can allow students to artificially inflate their grade point average. Grade point averages that have been recalculated based upon withdrawal and forgiveness policies may or may not accurately reflect academic capabilities or achievement of the student; particularly when such policies have been repeatedly applied. Liberal use of forgiveness, withdrawal and incomplete grading policies abrogates the integrity of the grade point average as an accurate, universally accepted and understood measure of academic achievement. As a result, when students compete for academic honors, scholarships or admission to universities and programs of study, the recalculated grade point average can provide an unfair advantage when it is accepted at face value.

PRODUCTIVITY ISSUES

Logically, degree attainment is based upon the satisfactory completion of a specified number of courses and/or credit hours. In most cases, when a student must repeat a course required for the degree because of a withdrawal or a desire to improve a low grade, the time needed to complete a program of study can increase by a semester. In this way, students repeating courses can decrease the overall capacity of the postsecondary system in terms of the number of students it can serve. When problem areas have been identified, some limits have been imposed upon course repeats. Current State Board Rule 6A-10.0315(12), FAC, concerning College Preparatory, Testing, Placement and Instruction, limits student enrollment to a maximum of three semesters in a skill area. Yet, students who withdraw from a course at or before the midpoint of the semester in which they are enrolled are not penalized for the purposes of this limitation. As a result, the utilization of a withdrawal policy provides students with additional opportunities to complete college preparatory instruction beyond that stated in Rule.

The instructional costs of any course offered by an institution are underwritten by the State in form of general revenue monies appropriated on the basis of FTE's. An argument can be made that forgiveness and withdrawal policies may encourage students to drop or repeat a course unnecessarily thereby increasing the cost to the State. A student withdraws from or drops a course because of poor performance and subsequently retakes the same course to improve their grade point average increases the State's cost for educating that student in that one course. If the student retakes several courses before graduating the impact upon costs is that much greater. When a course required for a degree is repeated because of withdrawal, the additional cost to the state for a traditional 3 credit hour course is approximately $360 in community colleges and $478 in state universities. (Calculated by Board of Regents (BOR) and State Board of Community Colleges (SBCC) staff based upon a 40 credit hour FTE for A & P /lower divisions. Includes general revenue, lottery, tuition and fees and excludes research and public service monies). Community colleges are not funded for repeated courses, under a forgiveness policy, for which A, B or C grades have been earned previously.

FINANCIAL AID ISSUES

Students receiving financial aid under one or more of the state programs must make adequate progress over the course of two semesters to continue receiving aid. In most cases students are responsible for enrolling as full-time students and completing at least 24 semester hours during the fall and spring terms. Consequently, if a student withdraws from one or more courses, the credit hours necessary to continue receiving aid will have to be completed during subsequent semesters. At the federal level, similar standards of progress are required for aid programs. Most involve qualitative, usually grade point average, and quantitative, usually credit hours, measurement standards which can be set by the institution. Although concern has been expressed that financial aid abuses are possible through the manipulation of course withdrawal policies, precautions such as requiring adequate progress and holding financial aid checks until after drop and add deadlines so that refunds for course withdrawals are not possible appear sufficient to deter the majority of abuses.

CONCLUSIONS

Although a number of states have produced reports on time to degree which mention forgiveness and withdrawal policies as contributing factors, a survey of other states undertaken to identify efforts to standardize forgiveness and course withdrawal policies or research linking such policies to increased time to degree has yielded no useful research or similar efforts. A transcript analysis, conducted by the State Board of Community Colleges, of students who have completed the associate in arts degree during the 1994-95 Winter/Spring Term (Appendix ?) indicates that approximately 7.9 percent of all credit hours recorded were withdrawals. Another 9.9 percent were assigned to "Other" which would have included credit hours for forgiven courses. When the numbers were disaggregated by institution, the average number of credit hours attributed to withdrawals ranged from 1.63 to 12.47 credit hours per student. The average number of credit hours attributed to the "Other" category which would include forgiven courses ranged from 3.56 to 14.86 credit hours per student. Overall, the average number of total credit hours attempted in completion of the associate in arts degree ranged from 78.48 to 101.03 per student. Many of the forgiveness and withdrawal policies reviewed contain considerable latitude. Some reasonable limitations could promote greater consistency of withdrawal and forgiveness policies across sectors. Further, some limits on the use of such policies will encourage responsible use by students and could positively affect student progression.

The State Board of Community Colleges Council of Instructional Affairs has reviewed the forgiveness and withdrawal policies throughout the system. The Florida Community College Presidents' Council has endorsed revisions to the forgiveness and withdrawal policies on a system-wide basis. As of September 29, 1995, the Presidents' Council has recommended that each college publish in the catalog or student handbook a statement which includes the following points:

1. Course repetitions should be limited to those courses where D or F grades were earned.

2. The number of course repetitions should be limited to two per course.

3. A disclaimer should be included about transfer to other institutions, public or private, and their acceptance of "forgiven" courses in the computation of the students grade point average.

4. Include a reference to financial aid status and repeating courses which are not covered by some forms of financial aid.

As of November 17, 1995 the Council approved a withdrawal policy recommendation with the following points:

1. The student can withdraw without academic penalty from any course by the mid point in the semester. Withdrawals after that date would be granted only through established institutional procedures. (Specific procedures are present at institutions for exceptions to the deadline when extreme hardship or circumstances warrant their use.)

2. The student will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for that course.

Enacted system-wide, this policy would bring the community colleges much more closely in line with the policies of the state universities. The recommendations of the President's Council will be considered by the State Board of Community Colleges during it's January meeting.

After consideration of the issues and policy parameters available and the efforts underway in both the community colleges and state universities to increase productivity, several conclusions can be offered.

- While the potential for abuse is high at some institutions and considerable anecdotal evidence exists to suggest that students are using liberal forgiveness and withdrawal policies to manipulate the system and improve grade point averages, existing data does not provide a clear understanding of why students repeat courses. Additional survey and interview data would be one way to clarify how these grading policies impact student behavior.

- Although students can enroll at an institution, receive financial aid, withdraw from one or all of their courses and keep financial aid monies and any refunds of tuition they receive, they would be removed from eligibility for any future aid programs.

- Universities have been routinely recalculating grade point averages for out-of-state students and Florida transfer students who have not completed the associate in arts degree in order to provide a "level playing field". In effect, all student transcripts are evaluated using individual institutional policies governing credit accepted toward the degree and course forgiveness, withdrawal and other grading policies. Grade point averages recalculated based upon such evaluations are then used to determine student eligibility for admission to both the institution and a program of study.

- The grade point average functions as a gatekeeper; both opening and closing doors to universities, scholarships and other forms of financial aid, admission to programs of study, and employment. Forgiveness,

withdrawal, and incomplete grading policies can act to abrogate the integrity of the grade point average as the universally accepted and understood scale of academic performance.

- The student who withdraws from a course required for a degree or one who repeats a course does increase the credit hours required for a degree and thus increases the cost to state and decreases the overall capacity of the postsecondary system.

- A limited review of transcripts conducted at Florida State University indicates that there is a relationship between the number of times a student has withdrawn from courses and performance in the first two semesters. What is not clear is whether the availability and utilization of withdrawal policies contributes in some way to a student's lack of academic discipline and achievement.

RECOMMENDATIONS

The Commission has maintained that grading standards and policies fall within the legitimate purview of the faculty and the institution. Grades assigned by an individual faculty member to any one student are the prerogative of the faculty member. Although the standards that the faculty member expresses in the class as a whole, or individual faculty grading patterns, and academic policies which determine how grades will be recorded in the calculation of the grade point average are a legitimate concern of the individual institution as well as state policymakers, grading policies comprise the core of an educational institutions academic autonomy. As a result, public policymakers should exercise reasonable restraint in these areas and encourage the institutions to examine perceived problem areas to ensure the academic integrity of their policies and programs.

Several aspects of the current system may encourage students to retake courses. The ability to improve a grade point average through somehow manipulating the forgiveness, withdrawal and incomplete grading policies either alone or in combination is a powerful temptation and motivator for students.

The recent action by the State Board for Community College's Council of Presidents places some limits upon student utilization of forgiveness and withdrawal policies. However, considerable latitude continues to exist. Forgiveness and withdrawal policies could still be combined in such a way to provide students up to five attempts at a particular course. Since no limits are placed upon the number of times a student can employ the policies before obtaining a degree, the potential for manipulation remains high. The state universities and community colleges should place limits upon the use for forgiveness and withdrawal policies beyond those recommended by the community college President's Council.

Recommendation:

1. ***The State University System and the State Board of Community Colleges should review their forgiveness, withdrawal and incomplete grading policies to ensure that reasonable limits are in place to protect the academic integrity of the grading system and ensure a fundamental fairness to all students. Specific areas that should be considered include:***

   a) reasonable limitations on the number of times such policies can be used over a student's academic career;
   b) limiting the grades that can be forgiven to a D or F grade;
   c) the potential for abuse when forgiveness, withdrawal and incomplete grading policies are applied in combination; and

d) examining the potential for uneven application of such grading policies due to faculty or administrative discretion.

Although the community college presidents have acted to tighten the policies systemwide, enforcing the policy limitations may prove difficult. The student transcript and the statewide common course numbering system can be used to monitor course repeats. However, institutions will have to agree upon a standard transcript and guidelines for recording all courses attempted and the common course numbering system will need to be reviewed. Some useful discussions concerning how withdrawal and forgiven courses will be recorded have occurred as postsecondary institutions decide how excess credit hours toward degree completion will be calculated and reported to the Legislature. Similarly, a 1992 performance audit of the implementation and maintenance of the statewide common course numbering system contained a number of recommendations to rectify identified problems and concerns. Recent efforts to agree upon a standard series of courses which can be completed in lieu of the College Level Academic Skills Test (CLAST) suggests that some course numbering discrepancies continue to exist among the institutions. If students are to be held to a per course limit on policy application, consistent statewide common course numbering and recording all course attempts or repeats are essential.

Recommendations:

2. ***The State University System and the State Board for Community Colleges in conjunction with the Florida Automated System for Transfer of Educational Records (FASTER) should establish guidelines to ensure a consistent recording of student course forgiveness, withdrawal and incomplete grading information.***

3. ***The Postsecondary Education Planning Commission, in conjunction with the sector boards, should conduct a review of the status of the recommendations contained in the 1992 performance audit of the Statewide Common Course Numbering System conducted by the Auditor General. Specific attention should be given to any identified discrepancies in the course numbering inventory.***

Regardless of the policy parameters, when students repeat a course, time to degree is usually increased, the capacity of the educational system is decreased, and although it is difficult to determine an exact figure, the cost to the state of educating the student increases as well. Since community colleges and state universities are funded based upon a planned enrollment level, some of the impact of repeated courses is absorbed within existing budgets. Reasonable parameters should be enacted to

limit the state's cost when students repeat courses. Currently, State Board Rule 6A-10.0315(12), FAC, allows a student three attempts to successfully complete college preparatory courses in a skill area and limits the amount of funding they can generate when students repeatedly enroll for credit. Since forgiveness and withdrawal policies do not specifically prohibit students from repeating a course, but restrict the way in which grades will be determined and the grade point average calculated, a reasonable limit upon state funding of repeated courses such as that contained in 6A-10.0315(12), FAC. Since this would place a financial burden upon some students experiencing academic difficulties, postsecondary institutions are encouraged to develop all possible intervention strategies to assist students in accomplishing their learning objectives.

Recommendation:

4. ***Students who enroll in the same course for a fourth time as a result of withdrawal, forgiveness, incomplete grading policies or failure should bear the direct instructional costs for their enrollment in the course and the FTE generated should not be reported for funding purposes. Students who withdraw from a course under major extenuating circumstances may be granted an exception as stated in in 6A-10.0315(12), Florida Administrative Code.***

APPENDIX A

WITHDRAWAL/ FORGIVENESS POLICY COMPARISONS

STATE UNIVERSITY AND COMMUNITY COLLEGE FORGIVENESS POLICY OUTLINE

University	Number of Times to Apply Policy	Highest Grade Forgiven
UF	no forgiveness policy	na
FSU	2	D
FAMU	no limit stated	F
USF	3	F
FAU	2	D
UWF	1	any
UCF	2	any
FIU	4	any
UNF	2	any

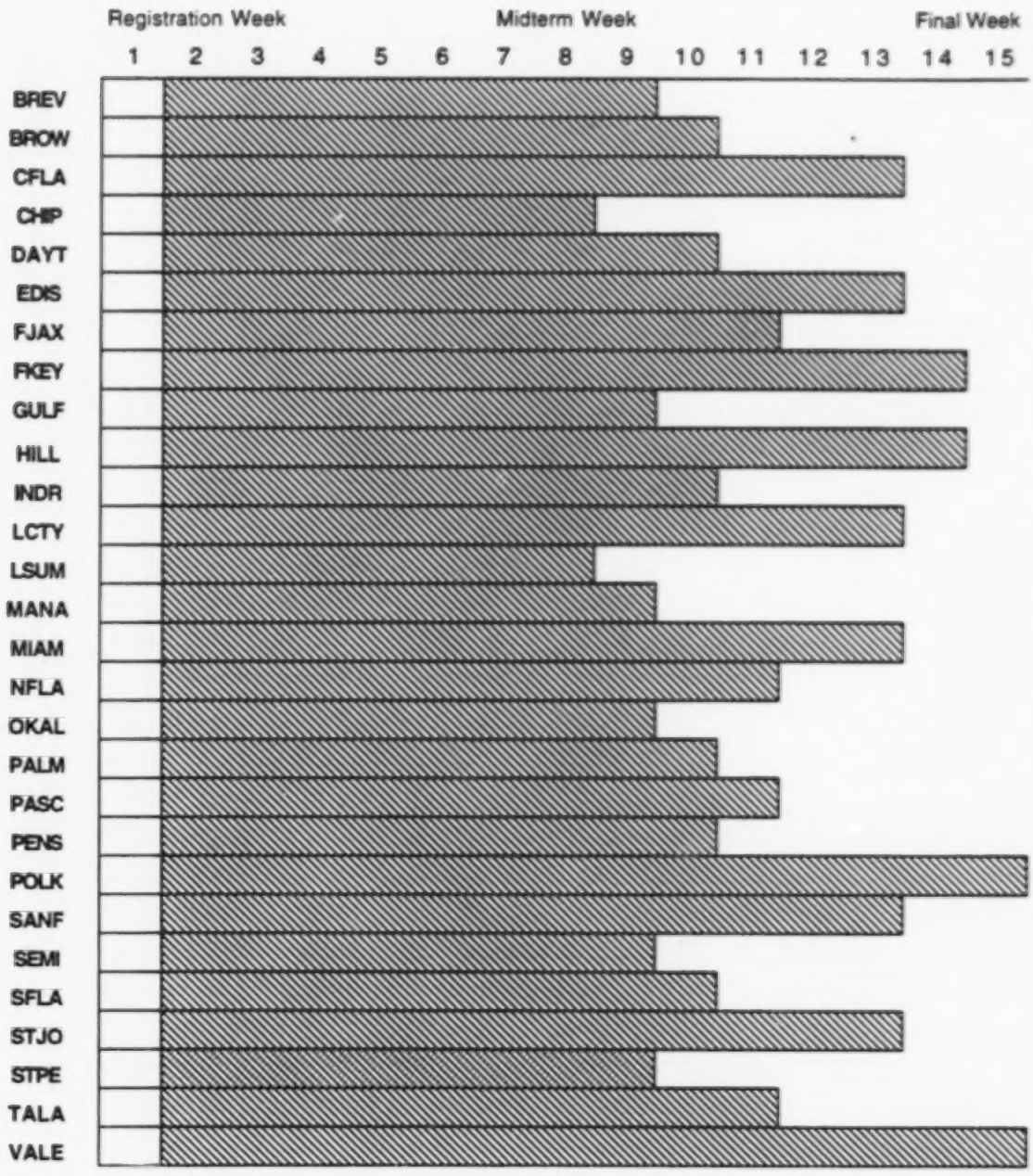
Community College	Number of Times to Apply Policy	Highest Grade Forgiven
BREV	no limit stated	D
BROW	no limit stated	B
CFLA	no limit stated	any
CHIP	no limit stated	C
DAYT	no limit stated	any
EDIS	no limit stated	any
FJAX	no limit stated	any
FKEY	no limit stated	D
GULF	no limit stated	any
HILL	no limit stated	any
INDR	no limit stated	D
LCTY	no limit stated	any
LSUM	no limit stated	D
MANA	no limit stated	C
MIAM	no limit stated	any
NFLA	no limit stated	D
OKAL	no limit stated	D
PALM	no limit stated	any
PASC	no limit stated	D
PENS	no limit stated	D
POLK	no limit stated	any
SANF	no limit stated	any
SEMI	no limit stated	any
SFLA	no limit stated	D
STJO	no limit stated	D
STPE	no limit stated	any
TALA	no limit stated	D
VALE	no limit stated	C

Notes:

- The grades listed above are the highest which may normally be forgiven at that institution.
- At Universities, grades are averaged for every repeat beyond the policy limit.

Compiled by the Postsecondary Education Planning Commission, July 1994.

WITHDRAWAL POLICY DEADLINES - COMMUNITY COLLEGES



Key:

- Shaded area = time period in which student generally receives a "W" grade.
- Withdrawal during the 1st week results in no grade record or fee obligation.

Compiled by the Postsecondary Education Planning Commission, 1994.

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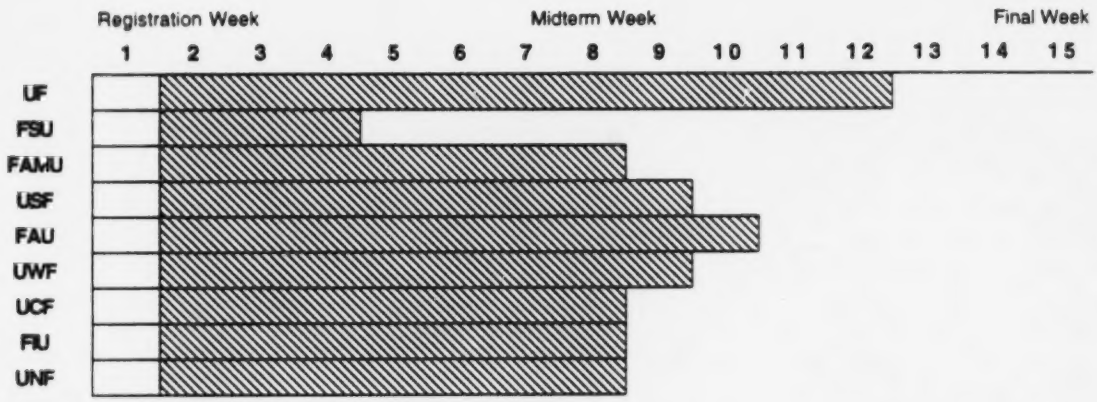
WITHDRAWAL POLICY DEADLINES - STATE UNIVERSITIES



KEY:

- Shaded area = time period in which students generally receive a W grade.
- Withdrawal during the 1st week results in no grade record or fee obligation.

Compiled by the Postsecondary Education Policy Commission,1994.

APPENDIX B

STUDENT TRANSCRIPT ANALYSIS REPORTS

Florida State Board of
Community Colleges

Division of Community Colleges
1314 Florida Education Center
Department of Education
325 W. Gaines Street
Tallahassee, Florida 32399-0400
(904) 488-1721 SUNCOM 278-1721
Fax (904) 488-9763

Executive Director
Community College System
Clark Maxwell, Jr.

Chairman
Patrick E. Byrne II
Niceville

Vice Chairman
George I. Platt III
Ft. Lauderdale

Memorandum No. 95-174

November 9, 1995

MEMORANDUM

TO: Community College Presidents

FROM: Clark Maxwell

SUBJECT: Student Transcript Analysis Reports

Each community college provided student transcript information to the division related to A.A. graduates for the 1994-95 Winter/Spring Term. On November 8, 1995, this information was forwarded to Senator Mario Diaz-Balart in response to his request. This data will be used to establish base line information from which the reduction in excess hours can be measured.

The Division is providing to you for your information the Student Transcript Analysis Systemwide Totals and the Systemwide Averages for the 1994-95 Winter/Spring Term (see enclosure).

If you have any questions concerning this information, please call David Armstrong or me at SUNCOM 278-1721 or (904) 488-1721.

CM/mwf

Enclosures

c: Community College Reports Coordinators

Board

John M. Belohlavek, Tampa
C. Ronald Belton, Jacksonville
Frank T. Brogan, Commissioner of Education
Philip Benjamin, St. Petersburg Beach
Margarita R. Delgado, Miami
Mable S. Dorsey, Gainesville
Richard W. D'Alemberte, Chattahoochee
Marjorie Starnes, Fort Myers
Wendell W. Williams, Avon Park
Gary D. Wright, Lauderhill

Affirmative Action/Equal Opportunity Employer

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STUDENT TRANSCRIPT ANALYSIS FOR STUDENTS WITH ONE ASSOCIATE OF ARTS DEGREE
SYSTEMWIDE TOTALS FOR THIS DEGREE PROGRAM
NAME OF DEGREE PROGRAM: ASSOCIATE OF ARTS YEAR 1994-95 TERM: WINTER/SPRING

COLLEGE NAME	TOTAL NUMBER OF STUDENTS	Credit Hours Required For Degree	Total Credit Hours Attempted	Excess Hours: Col #3 Minus Total Hours Required	Classification of Excess Credit Hours in Column 4																	Number of Major Changes
					At a Florida Community College							At an Out-of-State or Non-Public College/Univ	At a State University/Lower Level					At a State University/Upper Level					
					College Credit Hours Earned								College Credit Hours Earned									
					AP, IB or CLEP	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Adult Vocational Hours		AP, IB or CLEP	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24
Note: Students Who Received More Than One Degree At the End of the Spring Semester, 1995																								
	25	1,797.0	3,387.0	1,605.0	0.0	0.0	1,038.0	181.0	91.0	40.0	79.9	163.1	0.0	0.0	13.0	0.0	21.0	0.0	0.0	0.0	0.0	0.0	0.0	53
	9	509.0	1,013.0	513.0	0.0	286.0	90.0	95.0	34.0	19.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9
	14	910.0	1,776.5	866.5	0.0	291.0	162.0	51.0	17.0	58.0	18.0	265.5	0.0	0.0	0.0	3.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	13
	4	258.0	582.3	306.3	0.0	71.0	25.0	41.0	24.0	14.0	119.3	12.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
	29	1,798.0	3,679.0	1,881.0	36.0	714.0	261.0	203.0	51.0	54.0	18.0	489.0	10.0	0.0	45.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	74
	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	27	1,874.0	3,832.2	1,958.2	0.0	43.7	1,438.0	244.0	44.0	59.0	0.0	129.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	39
	2	124.0	259.0	135.0	0.0	25.0	61.0	0.0	0.0	0.0	0.0	27.0	0.0	0.0	2.0	0.0	3.0	0.0	0.0	7.0	4.0	0.0	0.0	1
	6	382.0	774.0	392.0	0.0	236.0	45.0	79.0	13.0	3.0	0.0	16.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6
	8	498.0	1,113.0	617.0	0.0	264.0	128.0	53.0	49.0	50.0	0.0	73.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2
	6	384.0	919.0	535.0	0.0	279.0	58.0	60.0	57.0	18.0	0.0	20.0	0.0	0.0	1.0	13.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13
	2	129.0	359.0	230.0	0.0	173.0	10.0	21.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	3.0	7.0	7.0	0.0	0.0	0.0	4
	2	129.0	281.9	153.9	0.0	0.0	76.3	6.0	24.0	9.0	0.0	38.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	9	536.0	1,003.0	467.0	0.0	0.0	311.0	60.0	14.0	24.0	0.0	58.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16
	43	2,668.0	6,145.7	3,477.7	29.0	176.0	1,579.0	315.0	99.0	184.0	0.0	820.0	0.0	0.0	115.7	9.0	3.0	3.0	0.0	156.0	29.0	12.0	0.0	90
	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	1	64.0	126.0	62.0	0.0	0.0	50.0	3.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	6	372.0	792.6	420.6	0.0	186.0	70.0	157.0	23.0	5.0	21.6	0.0	0.0	3.0	52.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	46
	3	186.0	361.0	175.0	0.0	111.0	32.0	0.0	0.0	0.0	0.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3
	10	614.0	1,360.2	744.2	0.0	183.0	232.0	138.0	0.0	28.0	162.2	0.0	0.0	0.0	53.0	0.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0	13
	7	420.0	908.0	488.0	0.0	0.0	364.0	51.0	30.0	15.0	0.0	12.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7
	3	192.0	344.0	152.0	0.0	114.0	5.0	17.0	0.0	0.0	0.0	12.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2
	18	1,080.0	2,345.3	1,265.3	0.0	410.0	542.0	184.0	32.0	85.0	0.0	57.3	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	29
	9	512.0	1,198.8	686.8	0.0	436.0	83.0	77.0	8.0	20.0	60.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7
	9	512.0	869.3	357.3	0.0	161.0	90.1	62.0	8.0	12.0	0.0	46.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3
	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	12	744.0	1,292.0	548.0	0.0	58.0	248.0	130.0	48.0	17.0	0.0	27.0	0.0	0.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19
	4	240.0	557.0	317.0	0.0	58.0	196.0	37.0	0.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19
Totals for this Degree Program:																								
	348	18,713.0	35,695.8	16,373.6	76.0	4,157.7	7,221.0	2,445.0	668.0	735.0	418.4	2,058.0	10.0	6.0	305.7	25.0	86.0	3.0	0.0	118.0	42.0	19.0	0.0	464
Averages for this Degree Program:																								
		62.38	130.92	69.54	0.29	15.51	26.94	9.12	2.49	2.74	1.56	7.68	0.04	0.02	1.14	0.09	0.28	0.01	0.00	0.44	0.16	0.07	0.00	1.51

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STUDENT TRANSCRIPT ANALYSIS FOR STUDENTS WITH ONE ASSOCIATE OF ARTS DEGREE
SYSTEMWIDE TOTALS FOR THIS DEGREE PROGRAM
NAME OF DEGREE PROGRAM: ASSOCIATE OF ARTS YEAR 1994-95 TERM: WINTER/SPRING

COLLEGE NAME	TOTAL NUMBER OF STUDENTS	Credit Hours Required For Degree	Total Credit Hours Attempted	Excess Hours Col #3 Minus Total Hours Required	Classification of Excess Credit Hours in Columns 4 — At a Florida Community College: AP, IB or CLEP	College Credit Hours Earned: Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Adult Vocational Hours	At an Out-of-State or Non-Public College/Univ.	At a State University/Lower Level: College Credit Hours Earned: AP, IB or CLEP	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	At a State University/Upper Level: Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Number of Major Changes
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24
Note: Students Who Received Only One Associate of Arts Degree At the End of the Spring Semester, 1995																								
	547	77,700.0	91,854.0	9,427.0	46.0	0.0	3,864.2	2,125.0	1,343.0	503.0	160.6	1,243.2	7.0	3.0	54.0	6.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	490
	611	96,113.7	98,334.5	14,320.6	168.0	1,736.4	4,487.4	4,231.0	1,391.0	1,310.0	227.7	449.3	14.0	0.0	29.0	80.0	105.2	4.0	0.0	91.0	29.0	27.0	0.0	184
	173	11,245.0	15,488.4	4,243.4	3.0	194.0	1,648.0	704.0	331.0	384.0	44.0	738.4	0.0	0.0	7.0	6.0	54.0	4.0	0.0	106.0	0.0	20.0	0.0	45
	71	4,544.0	5,418.0	874.0	0.0	48.0	563.0	118.0	80.0	38.0	6.0	9.0	0.0	0.0	0.0	0.0	3.0	7.0	0.0	0.0	0.0	0.0	0.0	13
	773	13,826.0	21,277.0	7,451.5	97.0	1,495.0	1,742.0	1,354.0	385.0	264.0	31.5	1,360.0	0.0	0.0	110.0	6.0	18.0	0.0	3.0	40.0	0.0	0.0	0.0	193
	763	13,780.0	20,836.1	4,856.1	12.0	0.0	1,100.0	839.0	180.0	398.0	0.0	0.0	0.0	0.0	2,129.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	749
	495	8,890.0	15,978.1	14,388.1	0.0	815.0	5,403.0	4,418.0	1,252.0	1,078.0	0.0	1,481.1	0.0	2.0	84.0	0.0	61.0	4.0	0.0	0.0	0.0	0.0	0.0	98
	32	1,960.0	2,629.2	681.2	0.0	63.0	278.0	129.0	37.0	69.0	0.0	94.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
	130	8,795.0	13,223.0	4,428.0	36.0	332.0	1,443.0	998.0	352.0	297.0	0.0	897.9	0.0	0.0	31.0	21.0	21.0	0.0	0.0	0.0	0.0	0.0	0.0	110
	431	26,722.0	38,715.0	11,993.0	0.0	517.0	2,897.0	5,339.0	1,458.4	1,226.0	75.0	1,644.2	0.0	3.0	186.0	0.0	185.0	1.0	0.0	43.0	0.0	0.0	0.0	94
	130	8,320.0	11,350.0	3,030.0	12.0	48.0	755.0	981.0	203.0	195.3	0.0	385.6	0.0	2.0	28.0	4.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	14
	65	4,160.0	5,385.5	1,225.5	0.0	156.0	418.1	389.5	98.3	110.0	18.5	213.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	72	4,608.0	5,953.3	1,345.2	0.0	0.0	399.0	299.0	205.0	111.0	0.0	331.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	179
	240	16,007.5	22,582.0	6,575.1	76.0	0.0	2,314.0	1,872.3	584.8	652.5	22.0	993.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	312
	954	59,140.0	96,388.0	37,252.8	756.0	313.0	13,254.0	11,897.3	3,143.0	2,924.0	0.0	3,416.7	0.0	1.0	720.3	186.0	286.0	19.0	0.0	0.0	0.0	0.0	0.0	0
	58	3,584.0	4,460.0	876.0	5.0	0.0	418.0	207.0	133.0	72.0	0.0	43.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	360	18,000.0	31,350.0	5,350.0	72.0	0.0	1,202.0	810.0	901.0	133.0	47.0	2,138.0	0.0	0.0	15.0	0.0	27.0	0.0	0.0	0.0	0.0	0.0	0.0	1,383
	324	20,088.0	29,132.1	9,044.1	0.0	324.0	2,477.0	2,191.0	773.0	701.0	17.0	0.0	0.0	0.0	151.5	2,087.6	0.0	390.0	32.0	0.0	0.0	0.0	0.0	31
	129	7,936.0	10,563.0	2,627.0	3.0	336.0	789.0	345.0	312.0	262.0	31.0	844.0	0.0	0.0	30.0	20.0	0.0	14.0	0.0	0.0	4.0	0.0	4.0	210
	292	17,101.0	24,706.0	7,605.0	31.0	330.2	2,276.0	2,315.0	148.0	368.0	241.0	958.0	0.0	0.0	19.5	264.0	0.0	37.7	0.0	0.0	0.0	0.0	0.0	82
	181	10,095.0	15,357.5	5,462.5	21.0	0.0	1,388.0	1,541.0	274.0	303.0	0.0	483.9	0.0	0.0	0.0	84.0	29.0	66.0	1.0	0.0	48.0	17.0	25.0	0.0	22
	129	8,256.0	10,523.0	2,267.0	48.0	381.3	458.0	781.0	198.0	188.7	0.0	255.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	127
	658	38,280.0	59,453.0	21,173.0	3.0	1,325.0	8,178.0	4,694.2	1,175.0	1,948.0	18.0	2,774.0	0.0	42.0	884.0	0.0	134.0	0.0	0.0	0.0	0.0	0.0	0.0	311
	374	23,936.0	36,836.5	12,899.5	42.0	421.0	3,421.4	3,415.0	972.0	794.0	112.7	2,125.3	18.0	3.0	607.1	147.0	268.0	0.0	24.0	184.0	36.0	96.0	0.0	33
	200	12,736.0	18,150.0	5,414.0	0.0	311.0	1,349.4	1,278.0	275.0	497.0	97.2	1,008.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	61	3,824.0	5,312.0	888.0	0.0	23.0	418.0	159.0	70.0	57.0	0.0	154.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
	540	31,000.0	39,957.3	8,877.3	49.7	70.0	2,488.7	2,812.6	1,238.1	724.2	0.0	1,129.3	0.0	0.0	0.0	0.0	254.4	5.0	0.0	29.0	0.0	0.0	0.0	384
	626	37,560.0	47,036.0	10,476.0	0.0	771.3	3,303.4	3,208.3	1,895.3	1,392.1	186.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Totals for this Degree Program:	7,815	474,231.2	698,329.7	222,696.5	1,368.7	10,534.3	75,624.1	60,221.2	19,191.9	18,975.8	1,244.7	25,736.3	45.0	265.8	7,881.7	497.0	2,804.5	85.0	58.0	583.0	88.0	181.0	0.0	3,019
Averages for this Degree Program:		60.70	81.53	28.24	0.17	1.36	9.93	7.81	2.52	2.25	0.17	3.36	0.01	0.03	1.04	0.07	0.36	0.01	0.00	0.07	0.01	0.02	0.00	0.37

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STUDENT TRANSCRIPT ANALYSIS FOR STUDENTS WITH ONE ASSOCIATE OF ARTS DEGREE
SYSTEMWIDE TOTALS FOR THIS DEGREE PROGRAM
NAME OF DEGREE PROGRAM: ASSOCIATE OF ARTS YEAR 1994-95 TERM: WINTER/SPRING

College Name	Credit Hours Required For Degree	Total Credit Hours Attempted	Excess Hours: Col #3 Minus Total Hours Required	Classification of Excess Credit Hours in Column 4																	Number of Major Changes
				At a Florida Community College							At an Out of State or Non-Public Col/Univ	At a State University/Lower Level						At a State University/Upper Level					
				College Credit Hours Earned								College Credit Hours Earned									
				AP, IB or CLEP	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Adult Vocational Hours		AP, IB or CLEP	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24
Note: Students Who Received Only One Associate of Arts Degree At the End of the Spring Semester, 1995																							
	64 00	81 23	27 23	0 12	0 00	11 42	8 12	3 87	1 45	0 41	3 58	0 02	0 01	0 18	0 02	0 03	0 01	0 00	0 00	0 00	0 00	0 00	1 31
	63 54	97 49	34 80	0 04	4 21	10 92	10 29	3 38	3 19	0 55	1 09	0 03	0 00	0 07	0 19	0 29	0 01	0 00	0 22	0 08	0 07	0 00	0 48
	65 00	89 53	24 53	0 02	1 13	9 53	4 07	1 81	2 10	0 25	4 27	0 03	0 00	0 04	0 03	0 31	0 02	0 00	0 63	0 05	0 12	0 00	0 29
	64 00	76 31	12 31	0 08	0 88	7 93	1 65	1 13	0 54	0 08	0 13	0 00	0 00	0 00	0 00	0 04	0 10	0 00	0 00	0 00	0 00	0 00	0 19
	62 00	95 41	33 41	0 26	8 70	7 81	8 07	1 84	1 18	0 10	8 83	0 00	0 04	0 49	0 03	0 07	0 00	0 01	6 18	0 00	0 00	0 00	0 67
	60 00	78 48	18 48	0 05	0 00	4 21	3 19	0 68	1 51	0 00	0 00	0 00	0 00	8 09	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	7 93
	62 00	91 07	29 07	0 00	1 24	10 92	8 93	2 53	2 18	0 00	2 95	0 00	0 00	0 19	0 00	0 12	0 01	0 00	0 00	0 00	0 00	0 00	0 20
	61 50	82 18	20 68	0 00	1 68	9 75	4 00	1 18	2 18	0 00	2 95	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 13
	63 27	95 14	31 86	0 26	2 39	10 38	7 18	2 53	2 14	0 00	8 46	0 00	0 00	0 22	0 15	0 15	0 00	0 00	0 00	0 00	0 00	0 00	0 88
	62 00	89 83	27 83	0 00	1 20	8 72	7 75	3 38	2 84	0 17	3 81	0 00	0 01	1 38	0 00	0 43	0 00	0 00	0 10	0 00	0 02	0 00	0 72
	64 00	87 38	23 38	0 09	3 81	5 81	7 55	1 58	1 50	0 00	2 81	0 00	0 02	0 22	0 03	0 19	0 00	0 00	0 00	0 00	0 00	0 00	0 52
	64 00	82 85	18 85	0 00	2 40	9 43	5 99	1 48	1 89	0 25	0 51	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 09	0 00	0 00	0 00	0 22
	64 00	82 68	18 68	0 00	0 00	5 54	4 03	2 85	1 54	0 00	4 60	0 00	0 00	0 04	0 00	0 08	0 00	0 00	0 00	0 00	0 00	0 00	0 00
	66 78	93 97	27 19	0 32	0 00	9 64	7 80	2 48	2 72	0 09	4 14	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	1 13
	62 00	101 03	39 03	0 80	0 54	14 00	12 47	3 29	3 08	0 00	3 58	0 00	0 00	0 78	0 21	0 30	0 02	0 00	0 00	0 00	0 00	0 00	0 33
	64 00	79 84	15 84	0 05	0 00	7 48	3 70	2 38	1 29	0 00	0 77	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00
	64 00	85 40	21 40	0 31	0 00	4 81	3 24	3 80	0 53	0 19	8 55	0 00	0 00	0 08	0 00	0 11	0 00	0 00	0 00	0 00	0 00	0 00	0 00
	62 00	89 91	27 91	0 00	0 89	7 65	8 76	2 39	2 18	0 05	0 00	0 00	0 47	8 44	0 00	1 20	0 10	0 00	0 00	0 00	0 00	0 00	4 08
	62 00	82 52	20 52	0 02	2 84	8 16	3 70	2 44	2 05	0 40	3 47	0 00	0 23	0 18	0 00	0 13	0 00	0 07	0 03	0 00	0 03	0 00	0 18
	60 64	87 61	26 97	0 11	1 20	9 85	8 31	0 52	1 30	0 91	3 40	0 00	0 07	1 01	0 00	0 35	0 03	0 00	0 00	0 00	0 00	0 00	0 74
	60 19	84 85	24 85	0 12	0 00	8 78	8 52	1 51	1 87	0 00	2 58	0 00	0 00	0 48	0 18	0 36	0 01	0 00	0 27	0 00	0 14	0 00	0 45
	64 00	81 57	17 57	0 37	2 98	3 56	5 90	1 52	1 29	0 00	1 98	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 17
	60 00	93 19	33 19	0 00	2 39	12 82	7 38	1 84	3 08	0 01	4 35	0 00	0 07	1 04	0 00	0 21	0 00	0 00	0 00	0 00	0 00	0 00	0 38
	64 00	97 98	33 98	0 13	1 13	9 15	9 13	2 60	2 12	0 30	5 88	0 05	0 01	1 62	0 39	0 71	0 00	0 08	0 52	0 10	0 28	0 00	0 58
	63 68	90 75	27 07	0 00	1 96	8 74	8 39	1 38	2 49	0 49	8 03	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 17
	64 00	85 66	21 66	0 22	0 56	10 15	3 68	1 71	1 39	0 00	3 78	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00
	62 00	88 11	26 11	0 15	0 21	7 28	7 68	3 64	2 13	0 00	3 37	0 00	0 00	0 00	0 94	0 00	0 69	0 01	0 08	0 00	0 00	0 00	0 00
	60 00	91 11	31 11	0 00	1 23	14 88	9 92	2 71	2 22	0 17	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 00	0 58

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STUDENT TRANSCRIPT ANALYSIS FOR STUDENTS WITH ONE ASSOCIATE OF ARTS DEGREE
SYSTEMWIDE TOTALS FOR THIS DEGREE PROGRAM
NAME OF DEGREE PROGRAM: ASSOCIATE OF ARTS YEAR 1994-95 TERM: WINTER/SPRING

College Name	Credit Hours Required For Degree	Total Credit Hours Attempted	Excess Hours: Col #3 Minus Total Hours Required	Classification of Excess Credit Hours in Column 4																					Number of Major Changes
				At a Florida Community College							At an Out of State or Non-Public College/Univ	At a State University/Upper Level						At a State University/Upper Level							
				AP, IB or CLEP	College Credit Hours Earned: Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Adult Vocational Hours		AP, IB or CLEP	College Credit Hours Earned: Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	Total Vocational Credit Hours	Other	Total Credit Hours Withdrawn	Total Credit Hours Failed	Total Remedial Credit Hours	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24
Note: Students Who Received More Than One Degree At the End of the Spring Semester, 1995																							
[illegible]	64.00	121.34	57.34	0.00	0.00	37.02	5.75	3.25	1.43	2.85	5.83	0.00	0.00	0.46	0.00	0.75	0.00	0.00	0.00	0.00	0.00	0.00	1.89
[illegible]	62.50	126.63	64.13	0.75	33.25	11.25	11.88	4.25	2.38	0.00	0.00	0.00	0.00	0.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.13
[illegible]	65.00	126.89	61.89	0.00	20.79	11.57	3.64	1.21	4.14	1.14	18.96	0.00	0.00	0.00	0.21	0.00	0.00	0.00	0.00	0.21	0.00	0.00	0.93
[illegible]	64.00	140.58	76.58	0.00	17.75	8.25	10.25	8.00	3.50	29.83	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
[illegible]	62.00	126.86	64.86	1.24	24.62	9.69	7.00	1.76	1.88	0.62	18.17	0.34	0.00	1.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.55
[illegible]	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	62.00	134.53	72.53	0.00	1.62	53.26	9.04	1.63	2.19	0.00	4.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.41
[illegible]	62.00	129.50	67.50	0.00	12.50	30.50	3.00	0.00	0.00	0.00	13.50	0.00	0.00	1.00	0.00	1.50	0.00	0.00	3.50	2.00	0.00	0.00	0.50
[illegible]	63.67	129.00	65.33	0.00	39.33	7.50	13.17	2.17	0.50	0.00	2.67	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
[illegible]	62.00	139.20	77.20	0.00	33.25	15.75	9.63	6.13	8.25	0.00	9.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25
[illegible]	64.00	153.17	89.17	0.00	48.50	9.67	13.33	9.50	3.00	0.00	3.33	0.00	0.00	0.17	2.17	1.50	0.00	0.00	0.00	0.00	0.00	0.00	2.17
[illegible]	64.00	179.00	115.00	0.00	66.50	5.00	10.50	0.00	3.00	0.00	0.00	0.00	0.00	1.50	0.00	0.00	0.00	0.00	1.50	3.50	3.50	0.00	2.00
[illegible]	64.00	140.95	76.95	0.00	0.00	38.15	3.00	12.00	4.50	0.00	19.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	67.00	125.38	58.38	0.00	0.00	38.88	7.50	1.75	3.00	0.00	7.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
[illegible]	62.00	142.92	80.92	0.65	4.05	38.72	11.98	2.30	4.28	0.00	14.42	0.00	0.00	3.68	0.21	0.67	0.67	0.00	2.51	0.65	0.29	0.00	1.40
[illegible]	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	64.00	126.00	62.00	0.00	0.00	50.00	3.00	8.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	62.00	132.10	70.10	0.00	17.67	11.67	22.63	3.83	0.83	3.80	0.00	0.00	0.50	8.67	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.67
[illegible]	62.00	120.33	58.33	0.00	37.00	10.67	0.00	0.00	2.67	0.00	8.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
[illegible]	61.80	136.02	74.42	0.00	16.30	23.20	13.80	0.60	2.60	10.22	0.00	0.00	0.00	5.30	0.00	2.40	0.00	0.00	0.00	0.00	0.00	0.00	1.30
[illegible]	60.00	129.43	69.43	0.86	0.00	34.86	7.29	4.29	2.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
[illegible]	64.00	114.87	50.87	0.00	36.00	1.00	5.87	2.00	0.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.67
[illegible]	60.00	131.41	71.41	0.00	22.78	30.11	10.33	1.22	3.41	0.00	3.18	0.00	0.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.44
[illegible]	64.00	149.58	85.58	0.00	54.75	10.38	9.63	0.75	2.50	7.58	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.08
[illegible]	58.89	98.59	39.70	0.00	17.89	0.90	5.78	0.67	1.33	0.00	5.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33
[illegible]	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	62.00	107.67	45.67	0.00	4.67	30.67	10.83	3.83	1.42	0.00	2.25	0.00	0.00	1.50	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[illegible]	60.00	139.45	79.45	0.00	14.50	49.50	9.75	0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50

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